Partnering with Parents ONLINE

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Partnering with Parents ONLINE

Purpose:

- Strengthen the core competencies of parenting educators

- Provide an online learning format for parenting educators

- Provide CEUs and course credit to parenting educators

- Provide a Parenting Education Certificate of Completion

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Training Structure:

- 11 modules
- Different facilitators for each module; 1 consistent facilitator throughout the training
- Each module covered in 2 weeks
- Various learning tools: chats, discussion board, e-Journals, videostreams, virtual small groups, reflection papers, assignments to carry out with parents, quizzes/surveys
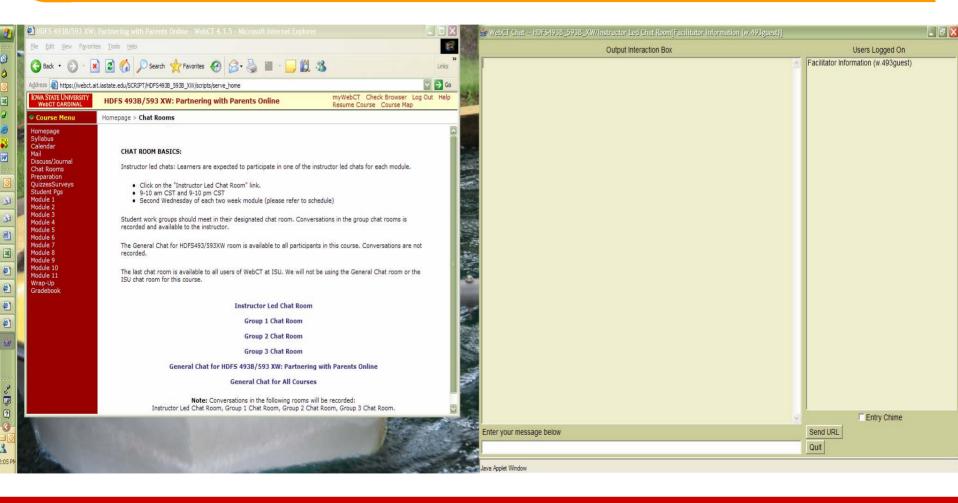
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History

- 3 years (2004, 2005, 2006)
- Approximately 20 learners/year
- Facilitators include state extension specialists and faculty in other states and Iowa, ISU extension field specialists

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Development Process:

- Adapted from face-to-face hybrid version used in Iowa

- Original hybrid version incorporated feedback from 8 faculty and extension specialists across the country who focused on parenting education

- References NEPEM, NEPEF, CYFERnet and other Extension resources throughout training

- Worked with College WebCT staff person to adapt materials for online learning

Chat Room: 1 per module (am & pm)

Sample Chat Log

Instructor-- Hello everyone! I am the guest instructor today. My name is XXXX and I am a professor and a state specialist for XXX University. *Explain why the parent-child relationship is different from the caregiver/teacher- child relationship*

Learner 1> More responsibility, more authority, more love!

Learner 2> The parent feels responsible of the childs behavior and learning from now on and the caregiver/teacher is only for a limited period of time.

Instructor-- Learner 1, I am assuming you are talking on the parent side?

Learner 3> The parent child relationship hopefully has more attachment....since a parent is a parent to the child at birth (and before!)

Learner 4 > parents are the primary role model in the child's life. They are the first attachment relationship for the child... or at least they should be.

Sample Small Group Assignment

Read: [How Four Mothers in Four American Cultural Groups Shape Infant Learning During Meal Times](#) **(PDF)**

Small Group Discussion Activity: After reading the above article, discuss in your small groups the following:

1) For each of the cultural groups in the article, to what degree does the family meal time revolve around the infant?

2) For each of the cultural groups in the article, how much exploration and experimentation can infants do at meal time?

The learner for your group who is assigned to be the spokesperson for this activity should post a summary of your small group discussion.

Sample Reflection Paper

Select a specific family challenge you want to learn more about and interview a family who experiences this special challenge.

Sample questions you may want to ask the family include:
Q1: What is most important to you and your family?
Q2: What are the things that your family does well?
Q3: What do you think is special about your family?
Q4: Where do you go for information to help your family?
Q5: How have service providers been helpful to you and your family?
Q6: How could services be improved for you and your family?

Write a 2- to 3-page, typed (12 point), double-spaced reflection paper based on responses to the interview and your reactions.

Evaluation

Self Reported Data:

- Self- assessment (44 questions re: knowledge and skills) post-pre test design

- Analysis of discussion board, e-Journals, chats for examples of "ah-hahs", lessons learned, how have used the information with families

- Survey at end of training and 3 month follow-up survey

Challenges

- Working with WebCT- fortunate to have great WebCT support person

- Diversity- WebCT has a few kinks to work out for visually impaired individuals

- Slow computer speeds- sent learners CDs of video streams

- Setting aside adequate time needed for recruiting learners and co-facilitators, getting learners off to a good start, facilitating learning via the modules

- Cost to carry out training- time intensive for staff

Benefits of Technology

- Reach learners outside of Iowa
- Critical reflection by learners throughout training
- Learners connect with others across country
- Less time intensive than the face-to-face series